Computer-Assisted Programs In L2 Acquisition

During the last few decades, due to an increase first in the use of computer-assisted programs in different educational settings and also in the number of people who wish to learn a second language particularly English, a great deal of interest has been generated among language researchers in studying the notion of e-learning from different perspectives. Although over the years, various aspects of this phenomenon has been examined by the scholars interested in the field, there has been little concern about the use of computer-assisted programs for young children learning English as a foreign language. It is, however, important that this be done because of the wide-ranging implications that this area of research has for improving the quality of language learning as well as language teaching.

This research study was an attempt to investigate the role of computer-assisted programs in the development of the students’ language proficiency in an EFL context. The study was particularly aimed at discovering how and to what extent the above-mentioned programs could affect the students’ language learning habits and the efficiency of such L2 courses.

To determine the contribution of e-learning to the development of learners’ IL constructs, a number of testing instruments ranging from multiple choice grammar and vocabulary tests to story telling were employed to compare the abilities of L2 learners to produce certain grammatical structures and vocabulary items. The performance data were gathered from a subject pool consisting of 120 students speaking the same mother tongue (Persian) and studying English as a foreign language in their school programs. They were students from the same educational level, i.e. junior high school, who received two completely different language instructions during two academic semesters.

In this study the performance of the students were compared to reflect the extent to which differences in teaching programs (computer-assisted courses) would lead to variations in the shape and development of learners’ IL systems. The analysis of data revealed that the input quality and the method of presentation as interacting factors were responsible for much of the difference which existed among the interlanguages of the two groups under study. It was also shown that e-learning had a direct influence on the language production of L2 learners.

In conclusion, it should be mentioned that a detailed analysis of the factors leading to inter-learner variability would be a fruitful avenue to pursue for insights into the nature of learner’s linguistic system providing us with clues to a deeper understanding of the acquisition process.
Abstract

My research study was an attempt to investigate the role of computer-assisted programs in the development of the students’ language proficiency in an EFL context. The study was particularly aimed at discovering how and to what extent the above-mentioned programs could affect the students’ language learning habits and the efficiency of such L2 courses. To determine the contribution of e-learning to the development of learners’ IL constructs, the performance data were gathered from a subject pool consisting of 120 university students speaking Persian natively and majoring in EFL to reflect the extent to which differences in teaching programs would lead to variations in the learners’ IL systems.